Standard 6-1:   The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.4   Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H, P, E, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about early river civilizations.

Early river valley civilizations will not be taught in subsequent courses.

It is essential for student to compare significant features (listed in the indicator – language, writing systems, architecture, religion, social order, labor and government) of the early river valley civilizations. This indicator is primarily designed to help students recognize the critical components common to most civilizations and serve as a basis for comparing the standing and/or advancement of civilizations. Upon understanding these features, and their roles in establishing civilization, students should compare the development and expression of them among the stated civilizations. For instance, students should be able to identify the significant commonalities and differences in writing systems (pictographs/symbols vs. sounds/symbols), the religious systems (particularly the connection to nature), architecture (related to religion and defense), how societies were divided (hierarchy, labor, et.) and development of government (particularly law codes). It's important that students have a familiarity with the most notable examples within the ancient world. These would include, but not be limited to, ziggurats, pyramids, temples, hieroglyphics, cuneiform, and Hammurabi's Code. It would also be useful, and correlated to 6-1.3, to be able to locate these early civilizations.

It is not essential for the students to know specific information about each civilization's languages (detailed translation of language), a detailed description of each group of the civilizations social hierarchies or writing systems (example – writing system characters or alphabet, language translations, etc.).

Assessment guidelines: In order to measure understanding of the political and social features of river civilization, appropriate assessments will require students to **compare** river civilizations' religions, **describe** each civilizations' social classes, **explain** how political and social changes affected the development of each civilization, classify languages and writing systems for each river civilization, **summarize** how each civilization used division of labor or specialization, and **explain** the development of different forms of government for major river valley civilizations.